DOCUMENT RESUME

ED 122 840 IR 003 460

AUTHOR Duane, James E.
TITLE An Individualized Approach to Teaching Media Utilization.
INSTITUTION Utah Univ., Salt Lake City. Graduate School of Education.
PUB DATE 31 Mar 76
NOTE 7p.; Paper presented at the Association for Educational Communications and Technology Annual Meeting (Anaheim, California, March 29-April 2, 1976).

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Audiovisual Instruction; *Autoinstructional Programs; College Students; Course Descriptions; Higher Education; *Individualized Instruction; *Methods Courses; Multimedia Instruction; Self Evaluation; Teacher Education; Teaching Methods
IDENTIFIERS AECT 76; *Learning Activity Packages

ABSTRACT

A basic media utilization course at the University of Utah was developed on a self-instructional basis and was designed to teach skills related to the effective utilization of media in instruction. The course was organized around a set of 12 self-instructional packages with each package covering one topical area of the course. Six components formed the basic structure of a package: (1) rationale, (2) content description, (3) performance objectives, (4) alternative learning activities, and (5) self-evaluation instruments. The course took place in a supervised lab containing study carrels and multiple copies of all the resources outlines in the packages. Resources for the course included reference texts, sound and silent filmstrips, programed materials, audio tapes, films, and video cassettes. A small group discussion session was scheduled during the week in order for the students to meet with the senior instructor. The students worked toward a specific letter grade by the point system. It was found that the students were in favor of this type of course organization, individualized instruction, and the opportunity to progress at their own rate of speed. (Author/DS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED122840

AN INDIVIDUALIZED APPROACH TO TEACHING MEDIA UTILIZATION

James E. Duane

The basic media utilization course at the University of Utah has been developed on a completely self-instructional basis. The course, entitled Principles and Applications of Educational Media, is offered for both undergraduate and graduate students and is designed to teach skills related to the effective utilization of media in instruction. A workable format has been established in an attempt to individualize the course, as much as possible, without placing an unrealistic burden on the instructional staff, or the departmental budget.

SELF-INSTRUCTIONAL PACKAGES

The course is organized around a set of twelve self-instructional packages with each package covering one topical area of the course.[1] The packages are based on a highly sophisticated format and may be defined as an appropriate set of learning materials which are organized to help a learner achieve specified objectives. These packages differ from other modes of instruction, in that they allow the student to proceed at his own rate and in a manner consistent with his own learning styles. Six components form the basic structure of a package.[2] These are:

1. Rationale
2. Content Description
3. Performance Objectives
4. Alternative Learning Activities
5. Optional Quest Activities
6. Self-evaluation and Post-evaluation Instruments

Each package, after stating the rationale for the unit, listing the concepts or ideas involved and stating the performance objectives, then lists two or three independent alternative learning activities which the students may use to achieve

IR003460

James E. Duane is an Associate Professor in the Division of Instructional Systems and Learning Resources at the University of Utah.

the unit objectives. For example, one alternative may be a completely visualized activity employing a film and a filmstrip. A second may be a reading activity directing the student to portions of an article or textbook. A third alternative might utilize an audio tape and programed instruction materials. Students who learn most efficiently by reading may go through the course in a reading mode, while others may prefer to complete the course using only visual materials. Students may also elect to employ a combination of different activities.

Each self-instructional package, in addition to the alternative learning activities, contains several optional Quest activities. Quest activities are for those students interested in going into more depth on a particular course topic. These optional quest activities allow the student to express his own ideas related to a package, or to develop attitudes concerning the content of a package. Quest activities enable the individualized instruction package to become a developmental and creative learning experience as well as a performance-oriented learning exercise.

In order to monitor a student's progress in achieving the terminal objectives, two types of evaluation instruments are utilized: a Self-Test and a Post-Test. Both test instruments are similar, in that each evaluate the student's performance in terms of the stated package objectives. Self-tests, along with their answer keys, are included in each package. When a student feels that he has mastered the package content, he may take the self-test to check his comprehension. The second test form, the post-test, is administered by the lab assistant after each package is completed. It is used to determine if the students have attained the minimum competencies specified for that package. If students do not satisfactorily pass the post-test, they are directed back to the package for further study.

COURSE RESOURCES

The entire course takes place in a supervised lab which is open twenty-five hours a week. The lab contains study carrels and multiple copies of all the resources outlined in the packages. This year an additional set of resources has been made available in the University library, allowing students access to the course materials sixteen hours a day, seven days a week. Resources for the course include several reference texts, sound and silent filmstrips, programed materials, audio tapes, films and video cassettes.

In addition to going through the self-instructional packages, the course also provides an opportunity for students to learn how to operate the most commonly used classroom media equipment. Carrels are available which contain the piece of equipment the student will be learning to operate and a self-instructional slide program illustrating step-by-step procedures for setting-up and operating the equipment. The slide programs, which are commercially available, contain both visual and narrative information on each slide.[3] The slides are self-pacing and allow the student to advance frames at his convenience. This slide format was chosen over other formats, such as the slide-tape format, since it provides maximum flexibility and does not hold the student to the rate of a prerecorded narration.[4]

When the students have completed learning how to operate the equipment, they take an "equipment practicum" which consists of randomly selecting types of equipment, then setting-up and operating that equipment while being observed by the lab supervisor.

Students have access to many more resources than in a conventional course and have to pay less for the privilege. The cost to the student for this course is $4.75, the price of the manual containing the twelve self-instructional packages. The manual is purchased through the University

Bookstore. This system keeps the university happy since students are buying materials from the bookstore, pays the printing costs of the manuals, and provides a fund which is used to buy the resources used in the course. The only capital outlay for the course is the study carrels and the media equipment, most of which can be borrowed from the University Media Center.

SMALL GROUP SESSIONS

The only scheduled portion of the course is a twenty-minute period during the week where students, in groups of seven, meet with the senior instructor. These small group sessions take place during the open lab hours so that students may work in the lab, attend a discussion group, and then return to the lab. The purpose of the discussion group is threefold. First, it is an opportunity for the students to interact with each other and the senior instructor, and a chance to ask questions concerning the packages and the course in general. Second, these sessions allow the senior instructor to monitor the progress of each student and to help motivate students who may be having problems. Third, the small group session is used to ask students an oral quiz question on each package they have completed up to that time. This oral question is in addition to the written post-test taken upon the completion of each package.

GRADING AND EVALUATION

Letter grades for the course are based on a point system. The manual containing the twelve packages ircludes an "Individual Student Progress Form" listing all the components of the course for which points are given. As students complete various activities they enter their earned points on

the form provided (the senior instructor also keeps a duplicate of this form for each student). Listed on the form is the minimum number of points required for each letter grade. All students may work for an 'A' grade, or they may decide to do less than is required for an 'A' and settle for a lower grade. Each student is therefore free to work toward the grade he desires and does not have to compete with the rest of the class or with an arbitrary grading curve.

The optional Quest activities may be completed, on an extra credit basis, by those students who had problems with the quizzes and wish to raise their point standings in the course.

In addition to students being able to choose alternative methods of completing the self-instructional packages, students are allowed to choose any ten of the twelve packages in order to complete the course.

As a comprehensive review, all students take a final exam consisting of five multiple choice questions on each of the ten self-instructional packages they completed. The final may be taken whenever the students feel that they are ready. Students come to the course with a variety of experience and ability levels, but each has the same opportunity of obtaining a predetermined grade. Final grades ten to average about 50-60% A's, 30-40% B's, and 10-15% C's, D's, F's, or W's.

Course evaluations reveal two interesting factors. First, students indicate that they spend more hours per week on this course than on their other courses. After asking the students to keep track of their time on a weekly basis, it was found that they average about six hours a week in the lab. Secondly, even though students spend more time on this course, they are highly in favor of the self-instructional course format and appreciate the opportunity to choose how and at what rate they are able to learn.

SUMMARY

The course, as presently organized, effectively covers the course material and allows each student maximum flexibility in achieving the course objectives. Students can work toward and obtain a specific letter grade. While progressing through the course, students are able to work at the rate and with resources consistent with their abilities and interests.

This course organization provides one example of a method that may be used to modify traditional course structures and it does so in a manner that individualizes instruction, provides alternative modes of learning and minimizes costs.

REFERENCES

[1]Duane, James E. Utilizing Instructional Media (a set of twelve self-instructional packages. University of Utah, Salt Lake City, 1973, 159 pages.

[2]Duane, James E. "What's Contained in an Individualized Instruction Package?" Chapter in Individualized Instruction: Program and Materials, Educational Technology Publications, Englewood Cliffs, New Jersey, 1973, pages 169-177.

[3]Equipment operation series available from Training Services, Kalamazoo, Mich., 49001.

[4]Duane, James E. and Stephen D. Fitt. "The Design of Personalized Multi-Mode Courses in Higher Education", Educational Technology, July 1973, pp. 19-22.